

Edensor Park Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Edensor Park Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

At Edensor Park Public School we are committed to fostering the development of the whole child by building a positive culture and being active citizens.

School context

Edensor Park Public School was established in 1989. There are approximately 300 students enrolled from Kindergarten to Year 6. Students come from diverse language backgrounds with approximately 83% from language backgrounds other than English. There are 29 languages represented within the school community with Arabic, Assyrian and Vietnamese being the predominant groups. The FOEI (Family occupation and employment index) for 2019 is 129, which is higher than the average of 100. The parent community values education and have high expectations for their children. Edensor Park Public School is committed to early intervention programs and improving student outcomes in Literacy and Numeracy. Most of the teaching staff are experienced with all staff having taught 5 or more years. There are 32 school based personnel including executive staff, classroom teachers, specialist teachers, school counsellors and administrative staff including School Learning Support Officers.



Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Teaching and Learning

Purpose

To build capacity for teachers to cater for all needs and ensure teacher consistency. To develop each teacher's skill to promote improved student learning. This will foster a collaborative learning and leading culture where teachers are provided with leadership opportunities.

Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy.

Increase in the percentage of students demonstrating expected growth in numeracy.

Increase the number of students in the top two bands for literacy in NAPLAN.

Increase the number of students in the top two bands for numeracy in NAPLAN.

All staff will increase their confidence and ability to differentiate for all of the learning needs in their class.

An increase in teacher consistency demonstrated across the school.

An increase in the number of staff taking up varied leadership opportunities.

Overall summary of progress

Our NAPLAN results need a continued improvement in all areas to achieve results towards the Premier's targets.

Year 3: Our school had 72 percent of Year 3 students achieving in the top two bands in Numeracy and Reading. In Writing we had 46 percent of students and in Grammar we had 41 per cent of students in the top two bands.

Year 5: Our school had 38 percent of students achieving in the top two bands for Spelling, 28 percent for Grammar, 28 percent for Reading, 13 percent for writing and 17 percent for Numeracy.

Progress towards achieving improvement measures

Process 1: Differentiation

Cater for individual differences and student learning needs.

Evaluation	Funds Expended (Resources)
Most students are beginning to set learning intentions and success criteria in specific elements of reading and writing. Further work in 2020 is needed for both students and teachers to fully embed this program across the school. Specific Teacher Professional Learning will be needed to enhance formative assessment and explicit feedback with targeted Literacy programs in 2020. Review of progress with Strategic direction and planning for 2020.	\$4000

Process 2: Teacher Consistency

Encourage consistency of practices around delivery, assessment and reporting.

Evaluation	Funds Expended (Resources)
2019 Whole School Goals in Instructional Leadership: In 2019, stage teams and executives continued to further embed high quality practices within our school teaching and learning community. This focused on:	\$12,000

Progress towards achieving improvement measures

Continued Professional Learning K–6 using The National Literacy and Numeracy Progressions: providing comprehensive information to staff including teachers and executives about literacy and numeracy development and ensuring assessment information was entered in PLAN2.

Stage team professional learning sessions– Effective Data Collection, analysis and Use: Stage Leader and Instructional leader worked closely with Stage teams to regularly collect and analyse whole school data. A series of evidence based formative strategies support this approach including student work samples and Whole School Data (Literacy and Numeracy).

This informed the teaching and planning programs for targeted students across K–6. Whole school support and interventionist programs were readjusted, utilising Additional Classroom Teachers to focus on 'intervention roles' with groups of students based on learning needs.

Process 3: Leadership

Encourage, empower and support all staff in order for them to take on varied leadership roles and build their leadership capacity.

Evaluation	Funds Expended (Resources)
<p>The main focus of Strategic Direction 1 Process 3 was to Build the capacity of school staff by implementing and acknowledging quality teaching, learning and leading within the school.</p> <p>In 2019, we continued the focus on aligning leadership with school priorities, staff meeting collaboration and continuing the implementation and acknowledgment of quality teaching. AP's supported the improvement of teacher capacity and expertise through shoulder to shoulder leading. This investment in the Assistant Principals professional learning and development built staff capacity to lead improvement across the school.</p>	\$16000

Next Steps

Introduction of aspiring leaders group to build the capacity of teachers to become future school leaders. To provide assistance for school executive across all areas of the role in order for them to provide support for both beginning and experienced staff to encourage, empower and support all staff to take on varied leadership roles and build their leadership capacity.

Strategic Direction 2

Life Long Learners

Purpose

To empower students to be well-balanced, resilient and mindful. To foster a passion for lifelong learning that will ensure an ongoing, voluntary and self-motivated pursuit of knowledge. To create opportunities for students to proactively and assertively thrive in an information rich and technology driven environment.

Improvement Measures

An increase in wellbeing awareness and a sense of inclusion and belonging.

All teaching staff actively involved in supporting wellbeing and inquiry programs.

A significant increase in students demonstrating creative and critical thinking skills.

A higher proportion of students demonstrating resilience.

Students are involved in curricular activities.

Overall summary of progress

Life Long Learners

Collaboration among the student groups, 'Growth Mindset' and 'Mindfulness' has promoted the development of ongoing, voluntary and self-motivated pursuit of knowledge.

Progress towards achieving improvement measures

Process 1: Wellbeing

Develop and foster a deep understanding of wellbeing leading to a consistent approach to positive culture throughout the school.

Evaluation	Funds Expended (Resources)
<p>Student participated in the following quality programs throughout 2019:</p> <p>Edensor Park News Crew, Wellbeing Group, Gardening Club, STEM Projects, Sporting Teams, Walking Club and Peer Support Leadership for Year 6 students.</p> <p>Positive Education was introduced and staff were trained in the use of online resources, with a revised program to be implemented in 2020.</p> <p>Poppets Group established on Fridays for targeted students beginning in Kindergarten, facilitated by our Instructional Leader. This program was successful and targeted students will continue to be monitored in 2020.</p> <p>Growth Mindset and Mindfulness program was continued in 2019.</p>	<p>RAM Funding for Positive Education investments into resourcing, programming and staff training.</p>

Process 2: Inquiry Learning

Adopt a school based inquiry model to implement in the classroom, providing opportunities to create creative and critical thinking skills.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Students from K–6 have focused on using a range of inquiry learning strategies. Students are beginning to be able to describe the various strategies they use and to justify the reasons they use these strategies. Further work to be completed throughout next year.

\$11000

Process 3: Resilience

Provide opportunities to empower students, build resilience and to become independent problem solvers.

Evaluation	Funds Expended (Resources)
Most students are beginning to set learning and personal intentions and success criteria in specific elements of their school performance, with teachers focusing on building resilience. Further work in 2020 is needed for both students and teachers to fully embed this program across the school.	

Next Steps

Continue with Edensor Park News Crew, Wellbeing Group, Gardening Club, STEM Projects, Sporting Teams, Walking Club and Peer Support Leadership for Year 5 students.

Continue to promote Positive Education

Pursue a variety of opportunities to cater to the needs and interests of our students to empower students, build resilience and to become independent problem solvers.

Strategic Direction 3

Community Engagement

Purpose

To grow and sustain an inclusive and active relationship with the local community that fosters collegiality and shared success. The school will develop and maintain strong and sustainable community partnerships that aspire to improve outcomes for students, nurturing pride in the school and the wider Edensor Park community.

Improvement Measures

Increase in student participation in school and wider community programs and events, building stronger community connections.

Increase in participation in parent information workshops, with greater parental engagement in student learning.

An increase in staff participation in peer teaching and shared networking opportunities.

Progress towards achieving improvement measures

Process 1: Participate in school and wider community programs and events that reinforce our shared values and citizenship.

Evaluation	Funds Expended (Resources)
Our data from P&C attendance has shown a significant increase in parents attending meetings. Parents are becoming more willing to participate and join in activities throughout the year.	RAM funding

Process 2: Foster parental partnerships within the school which encourage collaborative participation and engagement in their child's education.

Evaluation	Funds Expended (Resources)
Parents are using their P&C Facebook page that has been set up to convey information to each other about upcoming events. The official Edensor Park Facebook page, when it started in 2018 had 111 followers. This year it has jumped to 281 followers. The FB page has been used as a way of sharing information. This has been effective in using it as a way to celebrate student success, eg: when students achieve their personal goals, as well as sport, academic and cultural achievements. Further emphasis on this for 2020.	

Process 3: Build staff capacity and collegiality through partnerships.

Evaluation	Funds Expended (Resources)
Investment in Assistant Principals professional learning and development to build their capacity to lead improvement across the school. Collaborative stage meetings and reflective practices implemented within stage teams to target differentiation Professional Learning opportunities for teachers. The executive evaluated work done throughout 2019 and shared highlights with staff.	RAM Funding

Next Steps

Continue to promote community involvement through special events and celebrations.

Build the profile of our student leadership group, through enhancing leadership skills and further developing student voice within our school and part of a wider local network.

Improved opportunity for community/parent voice in driving school direction and focus areas to boost their leadership within the school context.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3,569	All students have benefited from the support provided by having an SLSO within the classroom for literacy and numeracy. Students have had targeted tuition to meet individual needs. The SLSO, works with the classroom teacher and the Instructional leader to provide students with specific support in literacy and numeracy. Some of the programs run by the SLSO include; sight words, reading, kindergarten support, number talks, counting practice as well as targeting other individual needs of students.
English language proficiency	\$39,667	Provide assistance to students in order to enhance their learning experience and fulfil their academic potential.
Low level adjustment for disability	\$34,286	<p>EAFs data collected every 5 weeks, this data is analysed and student focus is developed as a result of this.</p> <p>Almost all infants students have shown considerable growth in both literacy and numeracy throughout the year.</p> <p>Analysis of data through assessment, running records and anecdotal observations of student practice. With the assistance of the Instructional Leader, programs are tailored to meet identified student needs</p> <p>Additional teaching and non-teaching staff to support students to improve learning outcomes.</p>
Socio-economic background	\$224,493	Staffing allocation used to employ extra teaching staff to support all students in literacy and numeracy.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	150	149	146	145
Girls	133	134	134	134

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.2	90.3	93.6	93.4
1	96.6	91.7	90.9	94.2
2	93.8	95	92.7	90
3	93.1	92.5	93.9	91.5
4	95.5	92.9	92.7	95.5
5	93.3	93.6	93.2	91
6	93	93.1	93.2	92.4
All Years	94	92.8	92.9	92.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.72
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	2.62
Other Positions	0.8

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	894,315
Revenue	3,277,298
Appropriation	3,161,984
Sale of Goods and Services	30,544
Grants and contributions	80,014
Investment income	4,756
Expenses	-3,306,400
Employee related	-2,736,161
Operating expenses	-570,239
Surplus / deficit for the year	-29,102

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	38,106
Equity Total	462,089
Equity - Aboriginal	3,569
Equity - Socio-economic	256,507
Equity - Language	82,354
Equity - Disability	119,658
Base Total	2,031,778
Base - Per Capita	65,699
Base - Location	0
Base - Other	1,966,080
Other Total	548,423
Grand Total	3,080,396

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Students from Years 4, 5 and 6 completed the online 'Tell Them From Me' survey in Term 1. Key findings from the survey include:

- 83% of students participate in sports with an instructor at school, other than in a physical education class.
- 50% of students participate in art, drama, or music groups; extracurricular school activities; or a school committee.
- 80% of students feel accepted and valued by their peers and by others at school.
- 88% of students have friends at school they can trust and who encourage them to make positive choices.
- 97% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 91% of students that do not get in trouble at school for disruptive or inappropriate behaviour.
- 94% of students try hard to succeed in their learning.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.